

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Living World Assessment	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. Students that raise concern are discussed and logged in faculty meetings with targets set by individual staff
2	Economic World Assessment	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. .Students that raise concern are discussed and logged in faculty meetings with targets set by individual staff
3	Mock 1 (combination of topics so far considered)	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. . Data is logged for wider departmental monitoring and intervention (including UA support group run in Autumn term and 6th form mentoring programme)
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework tasks are used to check understanding of content and skills and revisit and consolidate prior learning. Many tasks focus on exam technique	Some homework tasks are marked with personalised feedback and targets given in books. Other homework tasks are used to prepare students for in class assessments which become the focus of assessment. The department also use self-marking quizzes which they can monitor and from which feedback is provided
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, some peer assessment and self-assessment occurs including that on exam questions. trialling yellow box / zonal marking strategy next year	Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure all are subject of written in class feedback at least once per term. Feedback via class assessment linked to feedback sheets takes place after data drops. These are stuck in books.
Oher Information	Home and class work outcomes can also help inform judgements where it is felt that assessment outcomes don't accurately reflect students' progress / attainment	

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Autumn term Mock	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. Data is logged for wider departmental monitoring and intervention. Students are made focus of support with 6th form mentors and summer term revision support programme
2	Spring term mock or subject set Urban Geography Assessment	The test is marked by the teacher and students are given a summary feedback sheet which includes AFL tasks to strengthen understanding of skills, technique + content as well as target setting of areas for development. Grade boundaries are conservative, based around most recent exam board boundaries. Data is logged for wider departmental monitoring and final intervention
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework tasks are used to check understanding of content and skills and revisit and consolidate prior learning. Many tasks focus on exam technique	Some homework tasks are marked with personalised feedback and targets given in books. Other homework tasks are used to prepare students for in class assessments which become the focus of assessment. The department also use self-marking quizzes which they can monitor and from which feedback is provided
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Regular retrieval activities at lesson starts, Targeted questioning throughout lessons, some peer assessment and self-assessment occurs including that on exam questions. trialling yellow box / zonal marking strategy next year	Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure all are subject of written in class feedback at least once per term. Feedback via class assessment linked to feedback sheets takes place after data drops. These are stuck in books.
Other info	Home and class work outcomes can also help inform judgements where it is felt that assessment outcomes don't accurately reflect students' progress / attainment	